

# THE SCHOOL JOURNAL.

"Education is the one living fountain which must water every part of the social garden."

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ESTABLISHED 1870.

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A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG, } EDITORS.  
JEROME ALLEN, }

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We develop what we exercise. No exercise, no growth, worthy the name. Growth implies discipline, and proper discipline produces the highest type of manhood. Underneath all is will-power. Here is the order. Will-power, exercise, discipline, development or growth, manhood and womanhood. In the end for true living God-like perfection. Study the life of any truly successful man and it will be found that these elements in this order made him what he was. Lincoln commenced his successful course through the influence of a tremendous will. It lifted him out of a cabin into Congress, into the presidential chair, into the hearts of his countrymen. But notice what came after his early determination. Exercise, then growth into a magnificent manhood. At

last we think of him as perfected. Our ideal Lincoln is heroic. So it has been and will be with Grant. These are a few of our heroes whom we intellectually and sympathetically worship, for the age of heroes and hero worship has not passed.

Here is a lesson in the science and art of teaching. First, will-power in the teacher, then in the scholar. Be sure you are right and then go ahead. Fight it out on that line if it takes all the term. But don't be everlastingly going about with knit brows and clenched fists, knocking at people in order to let it be known that you have a will. They will make up their minds you haven't a will at all, and they'll be right. Have a will, tremendously have it, but—keep it quietly hid for time of need. It is better than a good bank account, excellent to draw upon, when the time comes; quietly, calmly, affectionately, if need be—yes, even lovingly—say no! Don't thunder it, like an earthquake, but when it is said, let moon and earth pass away, but not that word. It is a crisis in the affairs of a school for a teacher to say, No, and mean it. To say, No, and be obliged to take it back, has been the governmental death of thousands of teachers.

The truth is there have been but few men who have known enough to say, No, at the right time. A few Noes have turned the tide of civilization. Wellington said it, and Napoleon went to St. Helena. Gordon said it, and died rather than turn back. Grant said it, and the civil strife came to an end in blessed peace. Caesar said it when his troops wanted to turn back, and the Roman empire became the ruler of the world. Columbus said it, when his men were about to disobey, and discovered America.

But there is something after all before will-power in the truly successful man: it is wisdom. This is the first, absolutely and eternally. It is the foundation of creation. "In wisdom hast Thou made them all."

ENJOYMENT is the end of most lives. The few who live in the shades of no-hope are only serving out their time in the prison walls of this world, but they are few, the majority live for pleasure. The keenest enjoyment comes from duty well done. Carlyle says that all the pleasure a man wants in this world is the pleasure of getting his work done. He could have said well done. A field well plowed, a boat well made, a post hole well dug, and a drain well cleaned, gives a reward no money can purchase. It matters not what work we are engaged in, if it be honorable, the consciousness of doing it well affords a source of genuine pleasure, nothing else gives. It is, in truth, the ground basis of all real enjoyment. Dante represents the miserable wretch, who has lost all pleasure, in the following forcible language, translated by Longfellow:

"Shine not for me henceforth or Moon or Sun,  
Nor let the Earth bring forth its fruit for me,  
Let air, and fire, and water hostile be  
Forever more, and let me fortune shun!"

Let every star and planet, one by one,

Blast me, and brutify each sense! for see,  
Ruined I cannot be more utterly,  
Nor suffer greater pain than I have done!  
Now will I live even as a savage wight,  
Barefoot and naked, dwelling in desert place,  
And he who will may do me wrong and spite:  
I cannot suffer any worse disgrace,  
April or May can bring me no delight,  
Nor anything my sense of shame efface;  
Since I have lost the good I might have still,  
Through little wit, and not of my own will."

Enjoyment of work comes from happiness in that work. The moping misanthrope who effects gravity because he is affected with dyspepsia, whose sad countenance indicates the seriousness of his disorders, should avoid society. Nobody will be his friend for the reason that he is not on friendly terms with himself. Some one of our minor poets has written in the major key a few verses that are as true as they are witty:

Laugh, and the world laughs with you,  
Weep, and you weep alone;  
For this brave old earth must borrow its mirth,  
It has trouble enough of its own.

Rejoice, and men will seek you,  
Grieve, and they turn and go;  
They want full measure of all your pleasure,  
But do not want your woe!

Be glad and your friends are many;  
Be sad, and you lose them all,  
There are none to decline your nectared wine,  
But alone you must drink life's gall.

What a world of truth is here for the teacher. A hearty laugh has often governed a troublesome class when commands had lost their power. Successful teachers have always been happy teachers. Many of the old teachers of New England were very serious in their work, and this did harm. They took very sober views of life. Tears to them were omens of progress, laughs deserved to be followed by blows.

Gladness is the result of success. Over a new creation the morning stars sang for joy. The Apostle Paul commands his followers to "Rejoice." In that majestic vision of future happiness which the beloved apostle John saw from Patmos, there was opened the scenes of an innumerable company, singing. There was no sorrow and sighing and sadness there. The crusaders kept up their enthusiasm by song. Luther was a great singer, and the Lutherans make much of their singing to this day. The joyousness of religion gives it a remarkable power; the grand cathedral service would lose its charming effect were the tones and chords of music taken away from it. Just before the crucifixion, when Christ was going from the last supper with his disciples to a certain death, they "sang a hymn." Let us be happy, sing, laugh, and exult, but let it be the sensible laughter of wise men, and not the cackling outburst of fools. Laugh and rejoice for some good reason. That man's insanity had some method in it, who the other day went and hanged himself because he couldn't enjoy the world any more. A few more such suicides would make the world still better. A thunder-cloud hides the light, whether it be in the sky or in a man's face.

WE recently received a call from Supt. J. K. Davis of Butler City, Montana. Supt. Davis is doing an excellent work in this new section. He reports an awakening interest in improved methods of teaching.

It seems that so far as morals are concerned, the white boys at the Lincoln (Pa.) Institute are no better than their Indian associates. Persons connected with the management of the Home are credited with saying that so far as any evil of this sort has resulted the Indians have been the sufferers. They are cleaner, and their average morals are better than those of the other boys.

THE JOURNAL will now take its usual two-week's vacation. Our next number will be issued Aug. 22. For the past two or three numbers our various departments have been interfered with, but with the commencement of the new school year we shall see that they all appear again with their accustomed fullness and vigor. We are planning good things and improvements for the future.

THE *Current* says: "The classic studies seem to be doomed, despite the zealous efforts and strong arguments for their retention. Professor Blackie, one of the most respected educators of Scotland, and a man of large experience in the field of classical instruction, has recently asserted that, so far as disciplinary value was concerned, it was just as well that a boy should study German as Greek."

WE propose at the commencement of a new school year to urge the formation of many correspondence classes. Each one should not be large, else the work of writing would become too burdensome. Great good will result from their organization if the requirements are faithfully obeyed. "Table Talk," in the first number after our vacation, will contain a full explanation of organization benefits and their method of working.

How can children be expected to speak correctly when they are encouraged to repeat such outrageous twaddle as:—

"Hellow, folkses,  
Hope you are well to-day!  
I've just came out,  
But I've nothing much to say."

Such nonsense teaches more ungrammatical language than a life-time of grammatical text-book teaching can correct. We learn to talk by talking, and not by studying grammars. *What say you?*

It is proposed to extend the time for the completion of the studies of the first grade in the New York City Course of Study and introduce the study of Elementary Geometry. The following outline has been presented:—

1. Three propositions on the equality of triangles, and one on the isosceles triangle.
2. Problems—to bisect a line; to bisect an angle; to erect a perpendicular to a line; to let a perpendicular fall on a line; to construct a triangle.
3. Three propositions on the parallelism of lines, five on quadrilaterals, the proposition on the square of the hypotenuse and the proposition on the square of the sum of two lines.

STATE Superintendent Robert Graham, in the course of an address to the Wisconsin State Teachers' Association, said that only one seventh of all the teachers of the State are of the male sex. President Burton, of the Association, admitted that the female teachers were doing admirably, and were, on the average, superior to men for certain phases of educational work, but thought male teachers were needed to exercise those disciplinary influences over boys which women could not exercise. Superintendent Graham concurred in this view believing it advisable that the schools should be supplied with a larger proportion of men. The *Current* says that the question why so many more women than men seek the position of teacher was not discussed, despite the inviting opportunity.

THE Chicago *Tribune* speaks very plainly regarding the policy of co-education. It is strongly op-

posed to bringing boys and girls together, even in village or rural schools, and declares that no good argument can be advanced in support of the policy. "There is no stimulus," it says, "in their competition, for in reality there is no competition, except in mischief and intrigue." This utterance, the *Current* says, "from a journal of such great influence, will, doubtless, provoke much discussion. Some of the most important educational institutions in the West are conducted on the co-educational principle, and have long passed the experimental stage, so that their prosperous existence is at least *prima facie* evidence that co-education is not harmful."

In Egypt it must be an easy task to conduct a school. It is said that the teacher saunters to school, lighting a cigarette, and, after chatting awhile before the door, looks out for a comfortable seat where he can smoke and talk at his ease. Meanwhile, the pupils do whatever they wish, time passes, the hour for changing classes comes, when other teachers arrive who do just the same. Under-teachers, writing-masters, fathers and brothers come in as often as they choose, and converse with teachers and pupils. It might be well for some of our teachers to emigrate to this land of easy habits and see how it works to teach in this manner; but the probability is the pay is about as poor as the work required.

On the first of July the changes in the rate of letter postage authorized by the Appropriation bill of the last Congress, went into operation. The effect of this is to increase the standard weight of domestic first class matter from half an ounce to one ounce, so that on and after the 1st of July all domestic first class matter sent through the mails, including drop letters at letter carrier offices, must be charged with postage at the rate of two cents per ounce or fraction of an ounce, instead of two cents per half ounce or fraction, as at present. Drop letters at other than letter carrier offices to be charged at the rate of one cent per ounce or fraction. This change in the standard of weight also applies to first class matter addressed to Canada, but not to matter addressed to other foreign countries.

The same law also reduces the rate of postage from two cents per pound to one cent per pound on all newspapers and periodicals when sent by the publisher and from the office of publication, including sample copies, or when sent from a news agency to actual subscribers or to other news agents. Private individuals mailing newspapers and periodicals pay at the rate of one cent for four ounces. The revenue derived from the postage on newspapers and periodicals last year was nearly \$2,000,000, and this reduction in rate, it is thought, will reduce the revenue from that source nearly \$1,000,000. The change in the rate or weight of first class matter, it is thought, will result in but a slight reduction in revenue from letter postage.

In discussing the report of the committee on the Condition of Education, at the New York State Teachers' Association, Supt. Leigh R. Hunt, of Little Falls, proposed that the state should assume entire control of licensing teachers. He gave these points in support of the plan:

1. It would secure uniformity of gradation among teachers.
2. The licenses would have a recognized value. Hence, teachers would so qualify themselves as to earn them. This, in turn, would create an educational spirit that would result in an increased duration of professional science.
3. The commissioner would be relieved of personal solicitation for licenses; his office would lose a large part of its political tendency, and become an educational office, to be filled by men of recognized educational worth. The commissioner could then devote more time to supervision, and could report upon and criticize the work of the teacher more readily, because he would not, as now, act both as legislator and judge.
4. The state, which now distributes the school

moneys solely in regard to quantity, would have absolute control of the quality of school work. The relative value of the two standards of measurement needs no exposition.

The ways and means for securing the proper legislation and for putting the plan in operation may be safely left to the state department.

In a private letter Supt. Hunt says: Something must be wrong in our system (1) of licensing teachers when it is stated before the State Association that an infant in arms had received a certificate of qualification to teach. One commissioner countersigns any and all licenses given by his predecessor, and freely mails certificates to the daughters of political managers if he thinks that politically they may do good. Another announces that he will issue no license except after an examination. Then because a teacher, relative of a local boss, is required to submit to the examination, albeit upon only the subject-matter of common school studies, the commissioner is put to his trumps to secure a re-nomination. Wisely he omits a similar announcement in entering on his second term. Another, who, intent on doing his duty, would license only those deserving, found his district so uncomfortable for him that he resigned. These three officers are representatives of as many classes. They are not imaginary quantities. I know them, to have a local habitation and a name. In two classes the wrong men were chosen. Why? Politics. In the third class the right man failed. Why? Public opinion.

Now, if politics is an injury, remove politics, and the commissioner's political influence. If public opinion is too weak let us not depend upon that indefinite thing. Let us centralize the licensing power, and then hold that power responsible. Then will public opinion recognize its own stagnation and revive. Twenty years ago, when the Regents deprived principals of the power to issue preliminary certificates (it amounted to that), they found teachers had been abusing the privilege, having issued each year twice as many as they should. The Regents, by the one act of revising the papers at their office, actually doubled the qualifications required, so lax were the teachers. No other single change has done so much to place the secondary schools of New York State in the foremost rank. Those principals were educational men. The commissioners are too often not educational men. Those pupils received no pecuniary value from their certificates. Teachers do receive pecuniary value from their certificates. Armed with the commissioner's authority, they can collect pay from a district defrauded through mismanagement of its school.

Because of the greater evils to be remedied, and of the more extensive interests involved, let the State Department also assume control of teachers' certificates.

In a recent convention in Massachusetts the Rev. John Shepardson told of some missionary work which is being done in Monroe, a place of 200 or more inhabitants, near the state line. He said that till within a few months ago the people of that place had never heard an evangelical sermon. He went there and held a meeting at which 50 people assembled, some being drawn thither from a distance to see what the meeting was like. The people were interested and the matter of a church was broached. The people are poor, honest farmers, having very little money, but they offered "muscle and timber." The County Convention took the matter in hand, but North Adams people had heard of the state of affairs, and were doing something for the place. The church has been organized, and has 30 members, and an effort is being made to erect a building to cost \$1,000 or \$1,500. The Rev. Mr. Shepardson was told of a case where a young woman was dying of consumption who had never heard a Gospel sermon in her life. The town has never had a physician, lawyer, minister, or grocer shop, and some of the young men have never seen a drunkard in their lives.

The people seem to be getting along very well without the gospel. It is certainly a strange state

of things, no physician, lawyer, minister, or grog shop, and no drunkard. Verily here is a wonder! It is generally believed that the absence of religion invites the presence of evil. Is this place an exception? How about the schools in Monroe?

It is becoming quite popular for young and inexperienced paper scribblers to attack our school systems. No paper has been more unsparring in criticism than ours, but while we have freely expressed our opinions, we have as freely pointed out remedies. The following from the New York *Telegram* is a specimen of dashing editorials, quite common, in which much that is true is mixed with much that is untrue. It says:

"Our attention has been called to our whole system of public instruction. There is the best reason to believe that this system is very crude and unscientific. We are all familiar in our own experience with cases of boys and girls whose immature brains have been overtaken with more or less serious results by laudable ambition to excel in their school work. The cases, as we all know well, are very many in which this overtaking of growing minds has brought irreparable physical or mental injury. Dizziness, neuralgic affections, failure of sight or hearing—numberless such afflictions can be traced to the hothouse system of school discipline. Even suicide, which among children must always be due to grave mental disease, has become startlingly common. We shall not take the ground too hastily that our children are taught too much. The best educated of us can master but an infinitesimal portion of the world's knowledge. There seems even reason to think that the children of to-day know far less than did their grandfathers at the same age. But undoubtedly our little ones are taught wrongly. Their reasoning faculties are left undeveloped, and they are expected to master by rote a mass of knowledge which has no meaning for them. Can we wonder that their intelligence often gives way? Scientific reform here is urgent. It is demanded by humanity and by the natural affection of parents, that the little ones be saved from this intellectual blighting process, that they be taught upon a rational method, proportioned in difficulty to their years and to their natural growth."

In reference to these charges we would say:

1. That suicide is startlingly common is true, but the cause should not *all* be charged to the account of the public school. Whisky and narcotics, gross vice, and over-eating, have had their effects. The sins of the fathers and mothers are visited upon the children.

2. Our children are not *taught* enough. The system of cramming, so common, is not teaching. It is memorizing what is not understood, not teaching, that kills.

3. In spite of all our defects the children of to-day know far more than most men of fifty a hundred and fifty years ago. The majority of our grandfathers and grandmothers were not very learned men and women.

On the other side, it is true that:

1. Much of our school discipline may justly be called "hothouse."

2. Overtasking is common.

3. Teaching is often "crude and unscientific." Pupils are often expected to master by rote a mass of words which have no meaning for them.

4. Scientific reform is urgent.

Admitting for the present that much that the papers say is true, we ask why it is that our leading papers are so frequently found taking sides against good teaching and teachers.

Instead of advocating more freedom and liberty for the individual teacher, they are often found urging more rigid and frequent examinations, and greater economy, which means less pay.

New methods, calculated to abolish teachers' slavery, are laughed to scorn. More permanency is not urged, as it ought to be. Thus it is evident that our papers do not have the fairness they ought. They complain, but do not give the means of removing the cause of the complaints. They are as much opposed to the new methods as to the old methods they consider so faulty. When the secular and religious press is willing to advocate the principles and practices that will produce a better order of things, reform will not be long on the way.

For the SCHOOL JOURNAL.

## A SKETCH OF THE WORK IN THE QUINCY SCHOOLS FROM 1875 TO 1880.

BY FRANCIS W. PARKER.

v.

It seems a very plain deduction that the notoriety of the Quincy Schools was not due to any absolute merit in these schools themselves, but was due, in fact, to certain radical changes; changes that had already been introduced in several of the large cities of the West, but had not been made to any great extent in Boston, and the surrounding towns and cities.

My plan of supervision was very simple. I began my work in Quincy, (April 20th, 1875) with a strong belief that education is a science, and that the end and aim of all teaching should be the discovery and application of that science. To my mind, the first and last duty of a Supt. of Schools, is to search honestly, humbly, indefatigably for the truth to be found in the mind, and for the means of developing the mind. The second duty is like unto the first—to lead others to a knowledge and an application of the truth.

Plainly, a Superintendent is a teacher of teachers, or he is nothing. The real advancement of education is invariably along the line of the enhanced skill of individual teachers; this enhanced skill, or art, is entirely dependent for its power upon the comprehension by teachers of the principles that give birth to that skill. "It is all in the teacher." Certainly, it is all in the teacher. Just so far as educational principles are in the teacher—just so far as enthusiasm, love for truth, love for humanity are in the teacher, will be his or her success; and, therefore, fill the teacher, heart and soul, with all good and perfect things.

The details of my school supervision, so far as I was able, were controlled by this one motive, teaching teachers how to teach. The first points to be settled were the best conditions under which they could be taught: First, by careful inspection and examination to ascertain just how much skill each teacher already had, for however high my ideal might be, success in attaining it, was absolutely conditioned upon wise adaptation of all progressive steps to the existing circumstances.

Second, by presenting in a course of study a few simple, easily comprehended demands for genuine work. This course gave the minimum of work to be done. The taking of each particular step depended entirely upon the preparation for that step. I quote from the course of study (1876): "Not one step in advance should be taken in this (D Grammar, 5th year,) or any other grade, until all of the work of preceding grades has been thoroughly done." To illustrate: If a teacher of a grammar grade found by examination that primark work was necessary, she not only allowed, but was required to do it. With the children I tried to allay all feverish desire to be "up with the grade," or to be the "best in the grade."

Third, by making the examinations conform entirely to the demands for genuine work by recognizing in them nothing but the results of real teaching, thereby paying not the slightest premium upon word-cram and show. The teacher might choose to teach a mass of empty words, but the examinations made no demands for such useless rubbish. That the actual work done by the teacher might be fairly estimated, examinations were made to ascertain the power and knowledge that the pupils brought the teacher.

The true function of examinations, like all other details of school superintendency, is to keep each teacher up to the best and most economical use of power; leading each to be an earnest and independent student of the science of education; developing a strong individuality, which will make each school an original unit, to be studied by itself; a power, in that it can contribute something of its own particular excellence for the good of the general. The true use of examinations is perverted when it is made, as we all know it can be, a tremendous engine to crush out this individuality,

to silence all investigation, and to strive to make each school a pattern of all others in the system. In Quincy, fortunately, the *ne plus ultra* of uniformity had never been attained, or, in fact, demanded, and therefore it was easier to lead the teachers to a search for life-giving principles which tend to organic unity. Nevertheless, it was no easy matter to arouse and sustain the courage to endure crudeness, continual blundering, and the imperfections absolutely necessary during a transition from the smooth-running machinery of routine uniformity, to the spontaneous liberty, that conditions growth into freedom. The uncomfortable emotions excited by a terrible consciousness of blundering are by no means diminished by the criticisms made from the standpoint of uniformity, which pronounce this state a ruin. By far the most clear-sighted and satisfactory criticism passed upon my work at Quincy was that of Miss J. H. Stickney—"You have the courage to be crude."

Fifth, Text-books were used for the children and not the children for the text books. The School Committee gave me (1876) three hundred dollars to buy supplementary reading. This practically banished the one-book-a-year plan, and introduced plenty of wholesome and profitable literature.

The principal means used for the teaching of the teachers were:

1st, Teachers' meetings. Generally the teachers formed one class for the discussion of principles and methods, or principles illustrated by methods. Grade meetings were often held (and meetings of the teachers of one school.) At these meetings class teaching, in various grades, was introduced as a main feature. These meetings brought the teachers together, and aroused a strong feeling of unity.

2nd. I formed in 1876 a small training class for teachers. The members were assigned to the best teachers, one to each for the apprentice work, and met me three and four times a week for lessons.

3rd. Next in importance to these meetings I place frank, personal criticism as a means of helping teachers. I visited rooms, inspected work, and witnessed teaching; then privately told the teacher what I considered the merits or defects of his or her work.

4th. Teachers were encouraged to visit each other. If I found a teacher weak in a particular direction, I sent her to a teacher who excelled in that direction.

5th. The six principals of the different district schools formed a council, or supervising board, under the direction of the superintendent. Each principal was given all the influence and power in his own school that he could use for the good of his school; that is, I made the principal practically a supervisor of his own schools, extending his authority just as rapidly as I found I could do so judiciously.

6th. The best teachers were put at the head of the lowest or beginning classes. If a teacher of one of these classes had more than fifty pupils, she was given an assistant, at the low salary of seven dollars a week.

I have thus given the motive of the supervision, and briefly indicated some of the means employed in carrying it out. The safest and surest steps were, manifestly, the application of principles upon which there had been a general agreement among the greatest teachers, philosophers, and educators of the past. Nothing absolutely new was introduced or even thought of; in fact, there was no place nor necessity for anything actually new, because there were so many very old and very good methods that had not been applied to any extent in the Quincy schools. Using the names of the letters as a means of teaching children to read was abolished—a measure earnestly advised by Horace Mann, thirty-two years before, and a combination of so-called methods, discovered by noted teachers at different periods during the last three hundred years, was instituted. Technical grammar was suspended for a time in the primary and grammar grades. Children were taught to read, write, spell, and think, at one and

the same time; they were taught to read language as they had learned to hear language, and to talk with their pens and pencils as they had already learned to talk with their tongues. We tried to introduce the geography of Humboldt, Ritter, and Guyot, and the arithmetic of Böhme, Grube, and the two Colburns.

These and other like changes attracted considerable attention and aroused much adverse criticism, a matter, at that time, as surprising as it was unaccountable to us. I used simply the means, well grounded in principle, and endorsed by the best educational authorities of the world, in furtherance of that higher end which is the motive of all education.

I have not space to discuss this grandest of motives, or how it grew in my mind, as I watched the work in Quincy. Gradually it dawned upon me that the true function of education is to work out God's design in his highest creation, the human being. That design we call character, and towards its realization all teaching and training should steadily and surely move. This is the "Kingdom of Heaven" to be sought first, and unto which all else shall be added. This motive is also an "old" one; but its working out is new, and always will be new, so long as new possibilities of development, in Nature and Humanity, are undiscovered. I did not judge progress by excellence in studies, by well-worked problems and perfectly written pages; these were indications, to be sure, but indications of what? They might indicate a strong tendency towards man's crowning sin, selfishness, or his highest virtue, love for others. Each for all, all for each, is the ethical basis of a republic, and therefore must be the basis of the schools of a Republic.

Schools, then, should be judged by the one safe criterion, that of growing character. The question comes to me, under this criterion, what was really accomplished in the Quincy Schools? It is not easy to answer this question. Surely the children loved to attend school—not for the sake of rewards, or through fear of punishment, but because they loved to study and loved to work. Tardiness and truancy were nearly banished. With few exceptions, children controlled themselves. They loved to read, and to read the best literature. They enjoyed study, and the study of reality, instead of empty words. When they entered higher schools they discriminated, and refused the proffered word cram. To be sure, the teachers of such schools criticized the "new departure" unfavorably, but it is "an open question" as to whether such criticism is not of the boomerang nature.

So far as the Primary grades were concerned the work was fairly a success, and in the Grammar grades it was by no means a failure, when compared with the "average work" that we have discussed in these pages. The criticism so often made, that the methods were adapted to Primary grades only, is an ignorant assumption—laws of mental growth remaining the same from the cradle to the grave.

There are several reasons why the Grammar work was a partial failure; why, it by no means came up to my expectations; but the principal reason is, that we very properly gave more attention to the Primary grades, the details and connecting steps of which were more carefully elaborated, while in the Grammar grades they were not then, nor have they yet been worked out. It is a long road from a principle to the working out of the details of a method. Something more was needed when the pupils came thoroughly prepared from the Primary grades than to "go right on." The result was a compromise between book-cram and development, infinitely to be preferred to the "average" work, but by no means satisfactory when compared with what might be done with the ideal Grammar school.

A majority of my committee believed that the branches taught in the common schools should be limited in the main to the so-called three R's. Nothing better could be done at first than to give the principal attention to these branches, in which all had confidence. To have introduced such im-

practical (!) studies as drawing, zoology, botany, and geology would have aroused much opposition on the part of the people, and even among the teachers themselves, who would have looked upon them as burdensome innovations.

Reading, grammar, arithmetic, geography, and a little history fills the whole nine years of the primary and grammar grades with tedious drudgery; and if we can believe some very intelligent examiners, the results obtained are, in the main, exceedingly poor. To add other studies, such as drawing or physics, simply increases the toil of the teacher, and lessens all around the value of special results. From the standpoint of making the quantity of knowledge acquired the standard of excellence, this argument is unanswerable; but from the other and infinitely higher standpoint of using knowledge as a means of development, it falls helplessly to the ground. Drawing, for instance, is an indispensable means of teaching form, geometry, geography, history, and all the sciences. Far from "taking time," the most economical use of time is made by teaching it. Botany, zoology, and mineralogy are among the best possible means for the teaching of reading and language. "How to speak and write the English language correctly," can be taught incomparably better by teaching physics than by using technical grammar. Calling the three R's practical, and drawing and science impractical, only shows "how much education can do," to quote Dr. Blimher, towards impairing human judgment. The work in reading, language, number, and geography was to me simply a preparation for the teaching of drawing, form, color, and elementary science, in all the schools from the primary to the high, so that every child should have in him the true grammar of Nature and Art sublimated into mental force.

Facing prejudice, ignorance, and the obstinacy of tradition, the advance along this line was, of necessity, very slow indeed.

Just so far as the Quincy Schools developed into this work, were they in themselves successful. Any signs of *stopping*, of being *finished*, is to me an indication, not of approximation to perfection, but of comparative failure.

Emerson says: "Everything looks permanent until it is known." It is the inert effort of each thought, having formed itself into a circular wave of circumstance, as, for instance, an empire, rules of an art, local usage, a religious rite, to heap itself on that ridge, and to solidify and hem in the life. Teachers who work from principle never stop learning; their horizon is ever widening; it is the imitators who, entrenched within the all efficient method, build higher the wall of prejudice shutting the life from without, and imprisoning the life within.

As I have already said, my purpose was to lead teachers to be original investigators of educational truths. Efforts in this direction were generally successful, but owing to one stroke of bad policy on the part of the "best school board in the world," Quincy lost the best results of this policy. By trying to be economical the board became very extravagant. In 1875 the Quincy salaries were slightly above the average, marking the conditions of the schools; but when the schools rose above the average the Quincy Board lowered the salaries. As a natural consequence school boards that were paying salaries far above the average quietly took away the progressive teachers and left Quincy the imitators. There were several notable exceptions to this rule, however, as some of our very best teachers were residents of Quincy, and because of home duties repeatedly refused offers of higher salaries to go elsewhere. Again, other good teachers came to Quincy and accepted the low salaries because they desired to learn the so-called "Quincy System." Thus Quincy paid for the training of teachers, and outside schools reaped the benefit, because the school board would not pay the market price of the best teaching. This mistake was fatal to the steady advancement of the schools of Quincy. I must not forget to say here that the school board was not wholly to blame in this direction. Strange to say, the policy pursued by the teachers them-

selves was a great obstacle to the advancement of salaries.

It is a very difficult matter to raise the salaries of all the teachers at once, but it is comparatively easy to advance the salary of an individual teacher; and when the salary of one teacher in a grade is raised, the advancement of another is pretty sure to follow. But the teachers themselves have generally adopted the Trades Union plan of uniform salaries. I tried once to raise the salary of a teacher for special, and, as I thought, very good reasons; but the committee said: "If we do this, all the teachers of the same grade will cry out against it."

I find that my sketch is much longer than I expected when I began to write.

To my mind the highest merit of the work in Quincy was, that it broke through a very thick crust of conservatism and conceit, and set many teachers and parents to thinking of better ways and means of educating.

Fortunately, at that time, many intelligent parents and citizens were losing their confidence in the pre-Mannite style of school-keeping. Great teachers, veterans in the cause of school reform, like Harrington, Walton, Tweed, and Dickinson, were simply carrying out their life work by endorsing the spirit of the "New (!) Departure."

Quincy system (which, by the way, never was a system), is the spirit of honest, earnest, persevering investigation of God's eternal truth and its application to growing minds, which it faithfully tried to promote and foster.

#### THE FUNCTION OF THE NORMAL SCHOOL IN OUR EDUCATIONAL SYSTEM.

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THE SUBLIMEST WORK OF HUMANITY IS THE MAN OF CULTURE.—True culture is the highest possible development of man's talents and powers in accordance with nature's laws for the sake of personal well-being and the happiness of others. Family, school, state, church, public life, pursue similar ends. The labors of these institutions—the great sources of culture and refinement—should of necessity be evolved in perfect harmony.

The modern state is forced to admit, and it recognizes more clearly every day, the obligation which demands as imperatively, the education of its children, as it requires the protection of the lives and the rights of its citizens. Upon the sacred performance of the pledge to which it is committed—the education of those who will be called upon to assume the duties of citizenship—must depend the perpetuation and the growth of republican institutions. Hence our national development and the tender care of an educational system which is prepared to mould intelligent, self-reliant, and conscientious men and women, are made inseparable. The public school becomes the groundwork of the most perfect type of government ever attempted by a people. Government itself cannot be permanently attached to rigid characters. Old forms must disappear with the occasions which called them into life. In the evolution of new forms is manifested a nation's vitality, its energy, and its capability of improvement. Independence of thought, fidelity in matters of conviction, the cheerful sacrifice of some part of the individual's rights for the benefit of society, and the will to perform conscientiously what has been intelligently recognized as right, constitute the great virtues of the citizen of a free republic; they constitute at the same time the great virtues of the true man.

Thus education, which has for its object the perfection of the individual, and recognizes no worthier end than the formation of intelligent men and women with wills capable of obeying the dictates of conscience, becomes the most valuable factor of a free government. The true citizen of the republic, is at the same time the intelligent and moral man for whose perfection education labors. These truths are generally admitted. They have led, little by little, to the erection of an institution which in many respects is peculiarly national and

which has become the pivotal point about which our system of public instruction revolves. They indicate the position which the "Normal Schools" occupy in the plan of public instruction.

EVERY DEPARTMENT OF KNOWLEDGE HAS BEEN, OR IT IS AT PRESENT MADE THE SUBJECT OF A SEARCHING PROCESS OF ANALYSIS, preparatory to its logical reconstruction upon scientific principles, and in conformity with the nature of the subject of inquiry and the laws of reason. The natural sciences have outstripped all others in this work of classifying and of explaining all natural phenomena in accordance with a few general laws.

The principles determining the development of society, economy, and government, and the rules by which moral and mental truths are developed, have, in a scarcely less degree, attracted the attention of philosophical inquiry.

The present age seems determined and prepared to wage war against chaos and ignorance wherever they appear. Not content to record mere facts, it demands to know the causes which underlie appearances.

In the face of this spirit of advancement which strives to subordinate everything to general principles and order, it would be useless to antagonize intelligent progress with antiquated forms, cherished prejudices, and unreasonable bias. In the intellectual work as elsewhere, there can be no rest, no standstill.

LIFE IS MOTION, EITHER IN THE DIRECTION OF IMPROVEMENT, OR BACKWARD TO DECAY.

So mental standstill signifies mental stagnation, and stagnation means degeneration. It would be idle, in the midst of this general forward movement, to anticipate a vigorous growth where few attempts have been made to dispel a prevailing confusion of ideas. Misconception in such instances helps to hide the real sources of evil. And it would indeed seem strange if, while we admit that even commercial and mercantile pursuits are subject to general philosophical truths, efforts should not have been made to discover whether there do not exist philosophical principles of education, and whether there are not immutable truths upon which a rational system of education can be founded. Theory, with our eminently practical people, has fallen into disrepute to such a degree, that even to advance the idea of a "Theory of Education" seems a sufficiently valid reason for casting suspicion upon the theorist, and for pronouncing him a speculative dreamer who deals in impracticable notions. Experience, so called, enjoys so high a place of honor in the estimation of men, that nothing seems to deserve to be regarded as trustworthy unless received directly from her hands.

Unfortunately, those who claim to be guided by experience usually deceive themselves. They mistake for experience what in reality is only appearance. An ignorant man can place little reliance upon his impressions; at best he can conscientiously record whatever he may see and hear. These appearances are made to serve him in the place of reason and instead of effects resulting from remote and complicated causes.

THERE IS NO OTHER DEPARTMENT OF HUMAN KNOWLEDGE IN WHICH "EXPERIMENTING" HAS BEEN PERMITTED TO PROCEED WITH SUCH MANIFEST RECKLESSNESS, WITH SUCH A DISREGARD FOR NATURAL LAWS AND SUCH AN IGNORANCE OF PURPOSE, AS IN THE FIELD OF EDUCATION.

And as a consequence, for a long time methods have prevailed which have come down to us in a direct line from the old church schools of the thirteenth and fourteenth centuries. While elsewhere the world was putting forth new forms, the school which ought to prepare for life, lay encrusted in the bias, the dust-covered garments, and the moth eaten methods of ages which had long since passed away.

A sickly plant or animal quickly falls a prey to vermin, and the school which ignored a world which was advancing with giant strides, fell into the hands of ignorants and of dull pedagogues—the terror of the generations whom they undertook to mould with birch and strap. The profession was

degraded, and it continued in this unenviable plight almost up to the time of the educational renaissance in this country.

We are hardly a people to be deceived for any length of time by a display of magnificent buildings or by the rhetoric of flattering school reports. The questions propounded to us to-day read: Those who come from the schools, are they more intelligent, better prepared to resist the temptations which will rush upon them when they enter the life of the world, more capable of performing well the duties of life and of citizenship—in short, are they morally and intellectually better men and women? If there is not a marked improvement in this direction, no one who has at heart the advancement and the happiness of our people, will be willing to find in the elegance and practical arrangement of our school-houses a proof of progress in the department of education.

#### PSYCHOLOGY.

IF THERE IS TO BE A PERMANENT IMPROVEMENT IN THE EDUCATIONAL SYSTEM, IT MUST BE EFFECTED IN A MANNER SIMILAR TO THAT WHICH HAS INAUGURATED PROGRESS IN EVERY OTHER FIELD OF KNOWLEDGE AND ART.

Here, too, the principles and the laws upon which this particular department of knowledge is founded must be made the subject of special investigation. Experimenting without a philosophy cannot achieve satisfactory results. Only, if there is no philosophy of education, and if it is impossible to found a rational pedagogy on philosophical truths, then the results collected by an awkward system of experimenting, however unsatisfactory, are nevertheless the most favorable returns we can look forward to. But we are far from admitting that education has no more trustworthy foundation than "chance," or that the labors of students and investigators, in the departments of psychology, biology, and ethics, have remained barren of results.

#### ETHICS.

Every step that is taken to advance culture and refinement, at the same time assists in impressing on the mind more clearly the object of education, which was almost lost sight of during the period of demoralization that so long prevailed in the schools. But in order to recognize a higher object of education, consisting in delegating true worth to the individual, in perfecting the mind, and in moulding the character, a philosophical study of the principles of ethics and sociology had of necessity to precede.

Not that without such preparatory study it may be possible to see very clearly what constitutes a really noble character. Still, in all philosophical study, every vestige of doubt must be removed. The history of philosophy and of religion shows plainly enough how much confusion, error, and immorality have in all ages rendered the prevailing notions of ethics vague and untrustworthy.

However complicated the mental phenomena, and however difficult it may at times become to unravel the innumerable threads that form the network of some mental conditions, still mental growth is observed to advance in strict accordance with laws as immutable as those which regulate the changes in the outer world.

Hence the absurdity of all attempts to mould a character according to the highest ideas of morality, without a careful investigation of the principles of ethics; and therefore, too, the hopelessness of all labors to influence the development of the mind while disregarding the laws of psychology. Whenever we ignore nature's laws or willfully oppose them, confusion overwhelms us, and our destruction is planned.

#### THEORY OF EDUCATION.

It is to this conclusion, then, that we are forced: the science and the art of teaching are founded on principles of ethics and of psychology. An improvement of the system and of the methods of teaching is only to be sought for in the careful study of the laws of mental and moral growth, and the sincerity with which all educational attempts and rules are rejected, for which a justification may not be found in the laws of development.

Bearing in mind these general truths, and demanding for the educated man the valuable qualities which go to make up a self-reliant and independent character, the place which the normal school is destined to fill in our school system is defined without difficulty.

EDUCATED AND EFFICIENT TEACHERS ARE THE INDISPENSABLE FACTORS OF THE SCHOOLS.

Institutions for the preparation and training of such teachers become the real fountains whence the schools must draw their energy, their intelligence, and their vitality.

The normal school is called upon to solve one of the most difficult problems which life, the existence of society, and the preservation of the state, suggest.

And therefore, it at once, and of necessity, assumes a most important place in our school system. The moment it is remembered that the schools, including the primary, the grammar, and the high school, are the institutions whose mission it is to care for the training and the education of the children of the nation, and whose influence extends into the future and far beyond the limits of every other power, it will be admitted that the normal school occupies a position more prominent, and that the responsibilities which it assumes are greater than the place and the duty imposed on any other institution, whether educational or professional.

The normal school undertakes to prepare with the necessary skill and accomplishments, those who will direct the education of the children of the nation, and to care for a harmonious development of youth, physically, intellectually, aesthetically, and morally.

This harmonious development, the cultivation of the various talents and forces, the one in its proper relationship to all others, becomes the condition of refined intelligence. Bias, no matter whence it originates, is the natural source of an endless stream of evils, the origin of ignorance, of sensuality, of unmanly egotism.

THE EFFECTS OF AN INHARMONIOUS DEVELOPMENT ARE REFLECTED IN THOSE MEN WHO, WHILE THEIR ATTENTION IS ENGAGED BY THE SUBLIME IDEAS OF SCIENCE AND ARTS, HAVE NO SYMPATHY FOR THEIR FELLOW-MEN, NO PATRIOTISM FOR THEIR COUNTRY, NO HEART FOR THEIR FAMILIES.

Others, who bury themselves so deeply in the labors of their common occupation, or forget themselves so entirely in the pursuit of pleasure that they lose all conception of the nobler delights of intellectual activity, manifest in their warped existence the evils of an inharmonious development. Again, others betray this bias in their conceit and pretence, in their real or pretended belief that they are the centers of a social life which circulates about them, or they manifest it in a pious contemplation and an impregnable conviction that they alone pursue the road to truth and virtue, and therefore have a right to indulge in self-admiration, to grow irritable and harbor a spirit of resentment and persecution towards those who delight in the beauties of nature, the pleasures of society and worldly recreation. And finally, the effects of an inharmonious development are displayed in the lives of the mental cripples and monstrosities who have no faith in the good and the truth of the human heart, who ridicule every effort which is made and every battle which is fought for the welfare and improvement of the human race, and thereby rob themselves of that peace of mind and joy of heart which spring from the consciousness of an exercise of unselfish and cordial benevolence.

AN ENDLESS LIST OF EVILS ORIGINATES IN A PREJUDICE WHICH CULTIVATES CERTAIN TALENTS AND FORCES AT THE COST OF OTHERS, AND DESTROYS THE EQUILIBRIUM OF MIND AND HEART, RENDERING IMPOSSIBLE A NORMAL AND BEAUTIFUL CONDUCT OF LIFE.

Agreement between body and mind, and between understanding and heart, is the key to a noble and wise life, and is the only means for bringing about a perfect arrangement of all the spheres of human activity.

This is culture—a struggle for perfection and refinement in all that pertains to humanity. It leads in every direction to higher mental activity.

In the training of the understanding by means of intelligent thought, comparison, and classification, this culture leads to the lofty spheres of science, and rewards with bountiful stores of useful knowledge.

Guided by the idea of truth, it prepares the way for clearness and independence of thought.

By the cultivation of the feelings, it engrafts a proper appreciation of whatever is noble and humane.

Under the light of the idea of the beautiful, it awakens that joy of the heart which springs from refined and natural sociability, kindles a love for whatever is beautiful and graceful, whether displayed in the arrangement of colors, the harmony of sound, the artless art in nature, or witnessed in every act of justice, mercy, and benevolence, or in self-sacrificing love—stamping the moral side of life with the impress of beauty and nobility.

This culture leads to the development of the will, and guided by the purest feelings of the heart, nourishes that true *humanity*, to which nothing which is beautiful, noble, and humane can continue inimical.

The true nobility of man is portrayed in his *humanity*, and one of the first labors of those who undertake to educate others, is to combat selfishness, to nourish mutual love, to display a readiness to aid the weak and the ignorant, and to strive to be a guide and a support to the helpless and the despairing.

Light for the mind, strength for the will, love for the heart, and harmony between all human forces, these are the words of magic by which mankind holds itself suspended between heaven and earth in true sympathy with the worthiest aims of life.

THE VERY LOOSENESS OF OUR JUDGMENTS THREATENS TO UNDERMINE OUR SOCIAL AND NATIONAL LIFE.

All the more necessary must it appear that we should feel ourselves compelled to make careful valuations of our sentiments and actions, and that we should studiously investigate the first causes which underlie all such valuations.

The admiration which we evince spontaneously for a bold and daring deed, which in itself may be evil or even barbarous, seems to indicate that in the midst of a world throbbing with energy and vitality, even virtue cannot remain passive and still lay claim to that exalted name. Morality must be a living morality in a world that is all life and activity.

The greater therefore the necessity to consider and to comprehend clearly the higher aims of life. Otherwise, in the tumult of the multitude's vociferous applause in honor of rulers, statesmen, heroes, and adventurers, whose deeds may all have been born of selfish and unworthy motives, our own judgments may become clouded.

Again the cry is raised for real men and women, who estimate humanity more highly than the history of dynasties; who value the man more than his position in life or the privileges which accident of birth and of fortune permit him to enjoy; who regard truth with greater reverence than even those traditions which age and the dust and cobwebs of centuries have armed with a dreaded authority. The demand is for men who believe self-respect and truth to principle to be more precious than applause, and for men who perceive that he is the nobler man who in all attempts at improvement begins with himself, and who is prepared to scatter with a liberal hand into the widest circles the truths that have been revealed to his mind.

VIEWED FROM EVERY POINT, A CAREFUL EDUCATION BECOMES THE CORNER-STONE OF INDIVIDUAL AND NATIONAL DEVELOPMENT AND INDEPENDENCE.

The mission of the normal school is clearly to prepare teachers capable of performing this educational work in our national schools. It aims to prepare teachers to educate true men and women to humane dignity and to the appreciation of talents and forces harmoniously developed.

Such an education cares for the proper exercise

of the understanding, the culture of good taste, and the direction and the strengthening of the will.

It is an American and a humane idea to bespeak in every instance the education of the whole people. According to the principles of education, it is the individual who becomes the object of our labors. Consequently, only by devoting the requisite attention to all the individuals that go to make up a people can both demands be complied with. The little or much originality belonging to each one, is not then sacrificed, and every individual becomes a center and a power capable of contributing something to the wealth and the well-being of the race.

These demands fully justified by the position, the tastes, the influence, and the progress of the nation, and in strict accord with the advanced notions of morality, society, and government, cannot be ignored without entailing national ruin, social corruption, and individual destruction.

The normal school, in the United States, presents a different aspect from the institutions for training teachers in other countries. It is closely inter-linked with our system of public instruction and influences directly the whole educational work, in a manner different from all similar institutions in Europe. As a professional school it has developed, in most instances, independently of universities devoted to all other professions. Its influence as an institution for training those who in turn will be called upon to educate, and as an agent for the dissemination of knowledge, extends far beyond the limits within which the universities are productive of good. Universities, as such, have only indirectly and in a far less degree than the normal school, operated for the immediate cultivation of the people. The great universities of Europe became the centers of learning. But a comparatively small number of men enjoyed the privilege of entering their halls. The great multitude outside of these charmed circles continued for centuries in the same deplorable ignorance. Between the people and the universities there was little in common. Ignorant of the wishes of a nation and indifferent to the claims and sufferings of a people, they frequently degenerated into strongholds of prejudices, dogmas, and received opinions, which they handed down from generation to generation. As a consequence, they frequently became the enemies of progress and the persecutors of reformers.

Notwithstanding the changes which time has effected, it may be asserted of the universities that their influence extends to only a small part of the people, and that only slowly and indirectly they become valuable contributors to the elevation of the masses.

But the graduates of the normal school pass directly from the study halls to the class rooms, come at once and daily in contact with the children of the people, in cities and in country districts, making it their profession and their life's labor to form the characters of these children, and to make them equal sharers in the knowledge they have gathered. No other institution is capable of accomplishing so much in an equally short time. It would be idle to expect that the universities in their present form, and unwilling to admit even the existence of a science and an art of education, could supplant the normal schools.

But the peculiar position of the normal school, and that which characterizes it as an institution widely different from every other, is not made clear until we come to consider that the knowledge accumulated in various departments, collected in the universities, high schools, the press, and through numerous other channels, must be rearranged in accordance with the laws of mental growth, and in conformity with the different stages of the child's development.

For the logical arrangement of the matter in scientific, philosophical, historical, and other books, and the same logical presentation of subjects in the auditoriums of universities and colleges may not present serious difficulties to a young man or

a young lady accustomed to abstractions, and to logical thinking. But it is widely different in the case of a young child. Its mind is not capable of accepting at once general principles and theories, and of following intelligently the careful deductions from general truths to particular facts. On the contrary, the child's mental development proceeds, as it were, in a line parallel to that in which the human race has traveled in its progress from barbarism to civilization. The portals through which it receives impressions are the senses, and from the simple facts with which it becomes familiar it advances slowly to generalizations, associations, and comparisons, abstractions and logical ideas. This is the same process of mental growth by which the human race has acquired knowledge during the long centuries of its gradual development.

THE CHILD IN THE COURSE OF ITS MENTAL GROWTH PRESENTS FEATURES WHICH CORRESPOND TO ARIOUS EPOCHS IN THE HISTORY OF THE HUMAN RACE.

Its mind in these different stages evinces a disposition to be occupied with, and a keen appreciation of the same thoughts and feelings that engaged the human race during different periods of its historical growth. In the very grading of our schools we consciously or unconsciously admit this. If such expressions may be permitted, the "Fable Period," the "Fairy Story Period," the "Hero Worship," and the "Patriarchy Period," would at the same time indicate various stages in the development of the human race, and in the mental growth of the child of to day. The researches of science, of psychology, biology, and sociology lead us to anticipate just such peculiar features in the development of the child as the observant and experienced teacher finds opportunity to witness.

Nothing, indeed, causes the teacher so much concern, and, in truth, nothing so much retards the progress of education as this neglect to arrange the knowledge which is to be imparted to the child in accordance with the laws of mental development, and the historical epochs which mark the progress of the human race. In other words, there is an imperative demand for appropriate text-books in which the material is not collected systematically as in the logically constructed scientific works, but in which synthetically and in strict correspondence with the principle of psychology, the subjects are presented in an acceptable form.

This reconstruction of the text-books will constitute one of the most arduous tasks imposed on educators in the near future.

It constitutes one of the missions of the normal school. Nowhere else can this work be performed. Not in the common schools, for they can find neither time nor occasion for such labors. They must presuppose this work already completed. Not in the universities, for either they ignore this department of knowledge, or where such is not the case, no effort has been made to supply the means for close observation, and for the careful testing of theory and practice.

#### PRACTICE WORK.

The normal school, however, while it devotes its labors to the study of psychology, ethics, and the theory of education, and undertakes to present to its students the best methods of teaching the various branches of knowledge, finds in its "practice schools" and "critiques" daily occasion for testing these methods by the principles of science, and at the same time it possesses in the "practice school" a most fruitful field for intelligent observation and reliable experience. It is, therefore, peculiarly well adapted for this task of rearrangement of all knowledge for the use of the schools. In as much as it recognizes no higher purpose than to secure the conditions of rational education, it affords every security for the intelligent performance of its work, and its satisfactory completion. Instance the excellent contributions which have been made by some of these institutions, as recorded in many of our educational journals. The outgrowth of this must be the production of just such text-books as we stand so greatly in need of.

Moreover, a constant contact with the common

schools, and through these with the thoughts and the aims of the people, assists in bringing about that friction of ideas which is most essential to mental growth. The excellence of whatever the normal schools may accomplish, is almost immediately reflected in an improvement in the work of the teachers. Every valuable suggestion, no matter whence it springs, is likely to receive immediate consideration. Under these circumstances,—so to say with the life's blood of the nation throbbing in its veins,—it is next to impossible for the normal school to lose sight of its high mission, and to degenerate into a school of routine and mannerism. It would to day be impossible for the great truths preached by Montaigne, Basedow, Rousseau, and Pestalozzi, to remain unappreciated for so long a time, as was the case in Europe when those men attempted to bring about a reform in the schools.

The mere fact of the existence of an institution dedicated to improvement in all matters of education and prepared to test every new idea which may influence the educational labor, as systematically and scientifically as a chemist examines a bit of matter in his laboratory, marks the greatest progress in the work of education that has been recorded in the history of schools. Whatever advantages were supposed to accrue from the adoption of a particular system of public instruction, or whatever benefits were believed to result from the selection of one method of teaching in preference to another, these claims, which under other circumstances and under the pressure of unreliable authorities might have been maintained, even to the detriment of the schools, are ignored by the normal school if detected to be mere sophisms, or found to conflict with the principles of development.

Again, the public schools have been charged, and certainly not without good reason, with what often looks like even a willful neglect of the sympathetic side of human nature. That love for the beautiful, in nature and in deed, and that force of character which alone confers upon us the dignity of manhood, has been overlooked, while all efforts were united to develop the intellect. Or in their anxiety to avoid the religious question—a question which, very wisely has been excluded from the public schools—teachers have hesitated to assume the responsibility of the moral culture of the child, sharing with so many the narrow view that morality and sectarianism are inseparable, and forgetting that there is a morality, pure and simple, based upon fundamental principles which are equally binding to Buddhist, to Hebrew, to Christians, and to the followers of Islam.

The normal school recognizes the noble object of education. In strict conformity with this object it founds the educational work upon principles of psychology and ethics. It is, therefore, from its very composition, driven to the cultivation of the moral side of man, and in this respect it becomes the valuable factor which alone is capable of effecting a reform in the public school by bestowing upon the moral education that care and attention which was for so long a time wrongly withheld.

As in every other institution created by man, no matter what may have been its original object, so in this instance the mere establishment of schools, their arrangement according to some plan, the distribution of the labor and the employment of capable instructors, will not necessarily insure a vigorous and healthful development.

THE BEST SYSTEM OF EDUCATION WHICH WE CAN DEVISE MUST STILL PRESENT THE POSSIBILITY OF FURTHER DEVELOPMENT, AND MUST CONTINUALLY GIVE EVIDENCE OF ITS EXISTENCE AS A LIVING ORGANISM.

Otherwise in pursuance with the laws of growth, the torpor into which it must inevitably sink is only the beginning of degeneration and disintegration.

The normal school, with its theoretical and practical departments, its constant revision of studies, its critical test of all work which it may be called on to perform, its amenability to no other authority than the laws of mental growth, morality, and national welfare, and its constant contact with the

world, affords the most reliable security for its maintenance as the central point of our educational system. It becomes a guarantee that the public schools will be protected against false and mischievous notions; that mere routine and mannerism will be supplanted by intelligent work; that our schools will continue living and progressive institutions, exerting their refining influences in ever-widening spheres, by preparing the way for pure individual and national life.

The organization of "teachers' institutes" and "summer normals" are but single instances of an almost unlimited possibility of the normal school to accomplish the great object for which it was created—the organization, preservation, and development of a rational and national system of education.

In an age in which the preservation of energy has become the paramount consideration in all undertakings, institutions for education, no less than mercantile ventures, are influenced by this spirit of the times. In response to this demand of the age, the normal school, by securing intelligent methods and aids, by the careful training of practical teachers, by a just consideration of the requirements of the people, by the elimination of all that is vague, confusing, and positively superfluous, is capable of accomplishing in a few years what in the slow march of former centuries was not even vaguely comprehended. In its labors and its methods it breathes the spirit of progress and an advanced civilization, and in its adaptability to local acquirements without a sacrifice of principle, it evinces its freedom from a rigidity characteristic of institutions which are passing away.

A national institution, the Normal School of our country is the nearest approach to a realization of the ideas of Herbart, who, in the early part of this century was the first to demonstrate philosophically a system of educational science and art, based upon the principles of ethics and psychology. Resting upon fundamental truths, the normal school at once assumed its position among the institutions devoted to science and exact knowledge. It becomes an equal sharer in the respect to which all institutions devoted solely to the discovery and the dissemination of truth, are entitled. It, therefore, more than any other institution, contributes to the elevation of the profession of teaching.

Perhaps what we demand, even what we hope for, may be sneered at as Utopian. Yet the fundamental truths upon which the realization of these ideas are to be based, justify both hopes and demands. Even should this remain doubtful, the mere possession of an ideal is an indication of progress. "Man grows with his nobler purposes."

What will be the conclusion? Has not the normal school a duty to perform by training individuals to increase the culture of many? As long as life continues the individual is destined to serve others; and this self sacrificing love is the means by which he cultivates himself and his fellow men. What in this respect is true of individuals, may be asserted of nations. Hence, culture is the grand total of worldly material, of acquired knowledge, of intelligence, and insight, with which mankind, the nations, and the individuals, labor for worldly purposes.

The goal may be distant, and the number of men who can recognize it and struggle for it may be small. They may feel the solitude which surrounds them in the midst of a tumultuous multitude, the storm of events and passions, and the crowd of antiquated conceptions doomed to pass away, and associated with a generation which is unskilled and uncalled to perform the better work of the future—children of a former century who anxiously pick up a few grains left over from the seedtime, hoping to find nourishment in these when the golden harvest of a new era already covers the land.

Scattering the seed over the earth as yet covered with the winter's snow, preparing for and looking forward to the dawn of a new morning, the nobler men unite, a band of works, uncomprehended by the crowd, prepared to pronounce the magic word which gives expression to the pent-up and unspoken

longings of the heart; with hearts that can enkindle new life in other hearts; with hands that labor for the weal of others; with eyes full of confidence lifted up to the pure ideal of humanity.

## NEW YORK STATE TEACHERS' [READING CIRCLE.

### CONSTITUTION.

I. *Name.*—This organization shall be known as the NEW YORK STATE TEACHERS' READING CIRCLE.

II. *Object.*—Its object shall be to promote the study of the science of education, and the art of teaching.

III. *Officers.*—Its Board of Directors shall consist of a President, a Secretary, a Treasurer, and seven other members.

IV. *Election of Officers.*—The President of the New York State Teachers' Association shall be, *ex-officio*, President of the Circle; the Secretary and the Treasurer shall be elected by the Board of Directors; the Inspector of Teachers' Classes shall be, *ex-officio*, one of the directors; the remaining directors shall consist of one Normal School Principal, one member of the Institute Faculty, one City Superintendent, four School Commissioners, and one other person chosen by the Board. The tenure of office in the Board shall be continuous; but whenever there is a vacancy, the filling of which is not otherwise provided for, it shall be filled by the New York State Association of School Commissioners and City Superintendents.

V. *Duties of Officers.*—The duties of the President, the Secretary, and the Treasurer, shall be such as are usually performed by such officers. The other Directors shall assist in considering and determining all matters pertaining to the interest of the Circle.

VI. *Meetings of the Board.*—One regular meeting of the Board of Directors shall be held during the session of the Association of School Commissioners and City Superintendents, and another shall be held during the session of the State Teachers' Association. The President shall call such special meetings as may be deemed necessary.

VII. *Subordinate Circles.*—Subordinate Circles, auxiliary to the State Circle, may be formed in any county, city, school commissioner district, town, or neighborhood. Such Subordinate Circles may attach themselves to the State Circle either directly or by connection with some other Subordinate Circle, as their members shall deem more favorable to their prosperity and growth. Each Subordinate Circle shall have a Leader and a Secretary, and its members shall conform to the Constitution and By-Laws of the State Circle; but it may have such other officers and make such other regulations as it shall deem best. The President, the Secretary, and the Treasurer of the State Circle shall constitute a Committee on the Organization of Subordinate Circles.

VIII. *Alterations in the Constitution.*—Such additions to this Constitution as shall not conflict with its previously existing provisions may be made by the Board of Directors at any regular meeting; but amendments conflicting with previously existing provisions shall not be adopted before the regular meeting next following that at which they were proposed.

### BY-LAWS.

I. *The Course of Study.*—The Course of Study shall extend through three years, and shall relate exclusively to the History and the Science of Education, and the Art of Teaching, together with the Art of School Government and such other matters as distinctively pertain to intelligent teaching. It shall consist of the following works, arranged in six groups, as follows:

1. Payne's "Lectures on the Science and Art of Education"; Krüsi's "Life and Works of Pestalozzi."

2. Page's "Theory and Practice of Teaching"; Johannot's "Principles and Practice of Teaching."

3. Parker's "Talks on Teaching"; Sully's "Psychology" (abridged).

4. Hallman's "Kindergarten Culture" (and a work pertaining to conduct and manners to be selected); Tate's "Philosophy of Education."

5. Quick's "Educational Reformers"; Fitch's "Lectures on Teaching."

6. Spencer's "Education"; Porter's "Elements of Moral Science" (abridged).

All members of the Circle shall study the same group





## BOOK DEPARTMENT.

## NEW BOOKS.

**THE RUSSIAN REVOLT.** By Edmund Noble. Boston: Houghton, Mifflin & Co. \$1.00.

The life of Russia is to many a sealed book. It seems to be a land and people full of strange contradictions; and many readers, particularly Americans, will be grateful for so comprehensive a key to the present situation in that country as Mr. Noble offers in this small volume. It is evidently the result of thought, study, and experience; it goes to the foundation of Russian character in considering the influence of climatic and landscape environment; it traces national life through the era of Byzantinism, followed by domestic slavery, Western enlightenment, and the development of mysticism and pessimism to the present dynamic period. Personal characteristics, modern irritations, the relation of Europe to the Revolt, and the possibilities of the future are estimated with the wise judgment of a student and thinker. It is a book for all that are interested in the great historical game of the Russian Revolt.

**ALASKA: Its Southern Coast.** And the Sitkan Archipelago. By Eliza Ruhamah Scidmore. Boston: D. Lothrop & Co. \$1.50.

In this well-written and exceedingly interesting volume the author opens up to us a country, which, notwithstanding so much has been said of it, is yet very imperfectly known. Although it is nine times as large as New England, and twice as large as Texas, it is the popular impression that it is all a barren, inhospitable region, wrapped in snow and ice the greater part of the year, and that a visitor to its settlements must undergo perils almost equal to those of the Greely relief expedition. Miss Scidmore in her book dispels this illusion in the most summary manner. She spent two summers in Alaska, and therefore speaks from personal knowledge. She tells us that the winters at Sitka are milder than those in New York, while the summers are delightfully cool and temperate. Some of the grandest scenery of the continent is to be found along the Alaska coast, in the region of the Alexander or Sitkan Archipelago, and the monthly mail steamer is crowded with tourists during the summer season. The book is likely to take a large share in drawing attention to this region, and promoting its development in a business and social direction.

**COLLEGE SONGS.** Compiled by Henry Randall Waite. Boston: Oliver Ditson & Co.

No ex-collegian of sensibility can look over this collection of the popular songs of American colleges without a momentary longing to be back in college and singing them again. It would be indeed a strong heart that did not respond to the pressing reminder, "There is a Tavern in the Town," and the man that could resist the inspiring "Funicula, Funicula" is certainly plunged in eternal melancholy. Who would not hasten to join "Allie Bazan, Patsy Moran, Mary McCann," and the others of that hilarious company, so ready to avail themselves of the "Meerschaum pipe" and other privileges of the departing undergraduate.

Breathes there the man with soul so dead that would at the critical moment fail one fraction of "B-I-N-G-O"? or that could for an instant resist the tender pathos of "Rumsey Ho!" or the touching appeal of "The Bull-dog on the Bank"? If any such hardened creature be found, let his doom be never to hear these rollicking melodies sung, or to read them in this jolly collection. We cannot wish him any severer punishment.

**MR. OLDMIXON.** A novel. By William A. Hammond. New York: D. Appleton & Co.

Dr. Hammond shows himself a keen observer of persons and things in his latest novel, "Mr. Oldmixon." The character from whom the book takes its title is a peculiar one, and the plot is sufficiently concealed and contains enough of the horrible to hold the reader's attention at a high pitch for several chapters. The heroine is discovered in a taxidermist's shop engaged in stuffing a canary bird, and the scene of the story is located in New York City.

**LIFE AND TRAVEL IN INDIA.** By Anna Harriette Leonowens. Philadelphia: Porter & Coates.

The reader is introduced to life and travel, as they were before the establishment of telegraph and railroads in India, and gives some amusing glimpses of the author's housekeeping experiences in India, as well as a variety of striking pictures of the strange and complex life of the different races now found in Hindostan.

The description of the out-of-the-way places, visited

by the author, are drawn with so true a hand, that the reader sees them as clearly as the narrator. It is fair to say that, since the History of India, by James Mill, no work, of so unpretending character as the one before us, gives the reader so much valuable information about India and her people.

It is accompanied with a number of excellent illustrations which add to its merit.

**UNITED STATES HISTORY OUTLINED.** By C. M. Lennon, Teacher of History and Civil Government in the Central Indiana Normal School, Indiana. Ladoge; Published by the author.

This is a small book of twenty-six pages containing full outlines of American history from the earliest history of our country to the present time. As a guide it may be made useful but it would be bad to make it in any sense a text book. We can imagine a pupil learning the entire book by heart and not able to tell a single complete historical story, or have at all the inspiration coming from the possession of an historical spirit. As a scaffolding it may be made useful, but not as a house to live in.

**CAMP FIRE, MEMORIAL DAY, AND OTHER POEMS.** By Mrs. Kate Sherwood. Chicago: Jansen, McClurg & Co.

One of the most marked of the literary tendencies of the day is the revival of interest in publications relating to the Civil War. Mrs. Sherwood was the wife of an officer of the Union army, and herself shared in the vicissitudes of field and camp and hospital, gaining an experience which, with her impressive poetic temperament, enables her martial lays to strike a responsive chord in every soldier's breast. Her poems are shapely, strong and effective.

**THEORY AND PRACTICE OF TEACHING.** By the Rev. Edward Thring, M. A., Cambridge, England. New and revised edition. New York: Macmillan & Co., 1885.

This is one of the most racy and lively books in teaching ever written. The titles to the chapters indicate somewhat their nature. Among them are "Olla Podria," "Legs not Wings," "Market Price and Real Value," "The Auctioneer's Hammer and the Swineherd's Horn," "The Furniture Shop and the Skilled Workman," "Run the Goose Down," "The Dead Hand and the Shadow of Death." A few sentences gathered here and there indicate his style. "We are now coming to the school-boy's briar-patch; the Latin and the Greek, with all their vexatious, useless trials." "Bad repetition is grown as a regular crop by a well calculated system of cultivation. It is useless pumping in a kettle with the lid on. Pump, pump, pump. The pump-handle goes vigorously, the water pours—the kettle remains empty. This is no unfair picture of what is going on in the school-world to a great extent." "The most important definition of power is twofold, instrumental power and living power." "Life must have free play in the exercise of teaching, or teaching cannot be." The book is suggestive rather constructive, exhilarating rather than argumentative. It is full of life and thought and will afford many hours of profitable reading. It is one of the most valuable books on the subject of teaching ever written.

**THE STATUE OF LIBERTY ENLIGHTENING THE WORLD.** Described by the sculptor, Bartholdi. Published for the benefit of the pedestal fund by the *North American Review*. New York: 80 Lafayette Place.

The object of this monograph, by M. Bartholdi, carries in it its own reading. For more than ten years he struggled manfully to see his gigantic work erected on the threshold of the new world. To him, as well as to all connected with this undertaking, the work has been one of love, not of profit. This pamphlet is beautifully printed, excellently illustrated and fully describes this wonderful statue.

## MAGAZINES.

The August *Atlantic* gives the first clue to the mystery of the handsome young hero of the "New Portfolio"; Mrs. Oliphant's "Country Gentleman" arrives at a wretched crisis in his existence, while "The Prophet of the Great Smoky Mountains" fulfills his career. Dr. Holmes contributes "Two Anniversary After-Dinner Poems" and Edith M. Thomas, "A Nodture." One of the most interesting contributions, to teachers, is E. R. Gill's "Should a College Educate?"

The *North American Review* has put on a summer dress of pale sea-green, and in a late number brings us an old-fashioned article by Gail Hamilton, entitled "Prohibition in Practice," the point of which seems to be that "Mr. St. John and the Prohibition Convention do not represent the great Prohibition cause." Gail Hamilton, we believe, is an enthusiastic relative of the

Hon. James G. Blaine. The August number has a timely symposium arguing for the preventability of cholera.

The *Century*, with its articles on the Civil War, continues to have a strong military flavor, about thirty pages in the July number being filled with history and reminiscences by Generals Hill, Franklin and Longstreet. Six deserving lines on "Shakespeare's Sonnets," by Miss C. F. Bates, are tucked away into the last corner of Bric-a-Brac. The portrait of Mistral, the Provençal poet now in Paris, with the paper on him by Alphonse Daudet, and Rose Kingsley's illustrated account of "George Eliot's County," are the strong features of the number.

The *Art Amateur* for August contains designs for a dessert-plate (eglantine), a cup and saucer (pansies) two panels in oil colors (flowers), and a chair back, beside monograms (in G), suggestions for metal-workers, and two pages of charming figures by L. Penet. There is an article of special interest on "Victor Hugo as an Artist," with some striking examples of his work, and a drawing by F. A. Bridgman of the great Frenchman after death.

It is a curious fact that the *Magazine of American History* has been obliged to print a third edition of its July number to meet the extraordinary demand for its eight introductory "War Studies." The articles on the Seventh Regiment of New York have created no little comment.

The "War Papers" in the August *Century* will include an anecdotal article by Mrs. Burton Harrison, entitled "A Virginia Girl in the First Year of the War." It describes Richmond society, and the lights and shadows of war times as experienced by Southern women.

The American nation has a double birthright—liberty and land. Its liberty it has guarded jealously, but until very recent years it seems to have been indifferent to the loss of its landed estate and ignorant of the methods by which it has been diminished. A veteran legislator, the Hon. George W. Julian, who has given special attention to the acts disposing of our public lands, tells the story in brief in a contribution to the *North American Review* for August.

## ANNOUNCEMENTS.

S. C. Griggs & Co. announce as nearly ready a new novel by Lilian Spencer, the actress, entitled "After All."

A revised edition of Rachel Carew's popular romance, "Tangled," in improved form, with new and attractive cover is announced by S. C. Griggs & Co. to appear in July, at a reduced price.

Messrs. Ginn & Co., are about publishing "A Handbook of Poetics," by Francis B. Gummere, Ph.D., Head Master of the Swain Free School, New Bedford, Mass. The book has three divisions: Subject-matter, Style, Metre. Each is treated from two points of view,—the historical, tracing the development, say of the epic, or of the heroic couplet; and the theoretical, stating clearly the principles and laws of the subject under discussion.

Funk & Wagnalls announce the seventh edition of Miss Cleveland's book, "George Eliot's Poetry and Other Studies."

An interesting pamphlet on "Our Recent Debts to Vivisection," by William W. Keen, A. M., M. D., has just been published by Porter & Coates, Philadelphia.

## PAMPHLETS, CATALOGUES, &amp;c., RECEIVED.

Montgomery County Teachers' Institute. Thirtieth Annual Session. October 27-31, 1884.

Industrial Education as Part of the Common School Course. A. P. Marble, Supt. of Schools, Worcester, Mass.

Supplement to the Report of the Superintendent of Instruction of the Public Schools of Cleveland, Ohio. For the School Year 1883-4. Supt. B. A. Hinesdale.

The Normal Register. A History of the First Vermont State Normal School. Its Instructors and Alumni.

International Educational Congress at Havre. Department of the Interior Bureau of Education.

Catalogue and Circular of the State Normal School at St. Cloud, Minnesota. For 1885-6. Thos. J. Gray, President.

Public Schools of Philadelphia. Industrial Art School.

Annual Report of the Principal of the Hampton Normal and Agricultural Institute to the Commissioner of Indian Affairs. 1884. Hon. S. C. Armstrong, Principal.

Philadelphia Public Schools. Rules and Course of Instruction and Training for the Manual Training School.

Essays, Speculative and Practical. By Herbert Spencer. Humboldt Library. 15 cts.

North Carolina State Colored Normal School, Fayetteville, N. C. 1884-5. E. E. Smith, A. M., Principal.

Massachusetts State Normal School at Worcester. Catalogue and Circular. Eleventh Year. 1885. E. Harlow Russell, Principal.

Course of Study for Jasper County, Iowa, Schools. By Supt. Dan Miller.

Report of the State Normal School Commissioner of Georgia to the General Assembly. Hon. Gustavus J. Orr, Supt.

## HORSFORD'S ACID PHOSPHATE.

## VALUABLE IN INDIGESTION.

Dr. DANIEL T. NELSON, Chicago, says: "I find it a pleasant and valuable remedy in indigestion, particularly in overworked men."

# "T. T. T."

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There has been so much of inquiry of late for a reliable list of books for young people, that we take pleasure in presenting what we believe to be the best in every way that has been published. A short description, publisher, and price of each volume is given, and each is further classified into History, Biography, etc., and also for the ages most suitable. 32 pp., paper, 10 cts. each.

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FIRST Funny Fellow: "I saw some horses run away to day, and they knocked the wagon speechless."

Second Funny Fellow: "Knocked the wagon speechless! How absurd! A wagon can't be knocked speechless."

First Funny Fellow: "That's where you're mistaken—they knocked the tongue out of the wagon; and so I say it was speechless."

"Oh, George, I'm ashamed of your rubbing your lips like that after that dear little girl has given you so sweet a kiss."

"I'm not rubbing it off, nurse. I'm rubbing it in."

MINE host (candle in hand, at a guest's door): "Bed's too short! Why, last night a gentleman taller than you slept in this room. I remember the fact because he didn't pay his bill."

Guest (a dreadful wag): "Of course. Found himself short in the morning. A natural consequence!"

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